

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

St Johns High School

St Johns Unified District
350 S. 15th W, St Johns, AZ 85936
Mailing Address: P.O. Box 429, St Johns, AZ 85936-0429

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Roger Heap

Schedule: 7:30 AM to 4:30 PM

Web Address: sjusd.k12.az.us/sjusd.html

E-mail: rheap@sjusd.k12.az.us

Grades: 9-12

2002 Enrollment: 367

Phone: (928) 337-2221 x 1005

Fax: (928) 337-2867

▼ School Overview ▼

Mission

St. Johns High School is dedicated to helping every student fulfill his/her maximum potential while acquiring a quality education. We believe that education is a responsibility shared by students, parents, school and community. The mission of SJHS is to provide every student with a nurturing and safe environment while providing the knowledge, skills and experiences essential to make a successful transition to productive and responsible individuals, family members and citizens.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Multiage Classrooms
- w Departmentalized Classrooms

School/Academic Goals

- w Improve overall GPA. To improve the overall GPA of the freshmen, sophomore and junior classes from one year to the next.
- w Attempt to lower dropout rates.

Instructional Programs

- w Honors Classes
- w Advanced Placement
- w On-site Special Education
- w Vocational Programs
- w Concurrent College Credit Classes
- w NAVIT Vocational Classes

- w Decrease number of class failures. To decrease the number of class failures for all four classes combined from one year to the next. (Expressed in percentage of students failing one or more classes.)
- w To improve parent involvement throughout all aspects of the educational process.

Enrollment

October 1, 2001 School Year Student Enrollment:	378
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	33

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

▼ School Site Council ▼

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 2 Student(s)

Council Duties

w School Safety Issues
 w Budget
 w Curriculum Development
 w Parent/Educator Relations
 w Extracurricular Activities
 w Make recommendations for school improvem

▼ Staffing Information ▼

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	26.00
Other Professional Staff	2.50	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	3	0	0
7 to 9 years	1	2	0	0
10 or more years	12	5	0	0

▼ Shared Responsibilities ▼

School

To provide parents with necessary information concerning behavior, attendance, homework, academic progress, safety and transportation issues, and extracurricular activities. Also, to provide parents the opportunity to have input in the educational process through periodic correspondence, parent teacher conferences, site council, etc.

Parents

Parents should communicate in a timely manner regarding student attendance. They should endeavor to ensure students come to school on time, prepared to participate in a positive manner, e.g., dressed per dress code, well-nourished, with appropriate texts, homework. Parents should expect and teach students to have attitudes of respect, responsibility and appreciation. Educating a student is a shared responsibility and parents are responsible to get involved in their child's education.

▼ Transportation Policy ▼

We provide regular bus transportation to those students who qualify and are enrolled in the school district. Transportation is provided from designated bus stops located within the school district boundaries. A special bus is provided for students with special needs. Transportation includes nine buses which make regular morning trips in three directions to the school boundaries, plus a bus for out-of-district students. We also provide an activity bus for students after regular school hours.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/22/02
Average Daily Instruction Time:	5 hrs. 50 min.	Last Day of School:	5/29/03
Operates on Traditional Schedule			

Report Card Release Dates

10/23/02	1/3/03	3/19/03	6/4/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Labs	W Welding Shop & Auto Shop
W Library	W Internet Facilities

Extracurricular Activities

W Various Sports - Boys & Girls	W Band, Choir & Orchestra
W Academic Decathlon	W National Honor Society
W Speech and Debate	W VICA/STRIVE
W FBLA	W Electric Vehicle Production

School/Community Resources

W Lunch Program	W DES Services
W Counseling Services	W Community Classes
W Recreational Activities	W Tobacco Cessation Services

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w The GPA of the Class of 2001 increased from 2.85 in 2000 to 2.92 in 2001. The GPA of the Class of 2002 remained the same at 2.75. The GPA of the Class of 2003 decreased from 2.82 in 2000 to 2.68 in 2001 and increased to 2.99 in 2002.</p> | <p>w The dropout rate for 1st sem. of 1999-2000 was .5% & for the 2nd sem. of 1999-2000 it was 1.5%. For the 1st sem. of 2000-01 it was .05%, for the 2nd sem. it was 1%. For the 1st sem. of 2001-02 it was .002%, and for 2nd sem. 01-02 it was 1%.</p> |
| <p>w The percentage of students failing 1 or more classes for 1st semester of 99-00 was 10%; 2nd sem. of 99-00 it was 9%; 1st sem. of 2000-01 it was 19%, & for the 2nd sem. it was 16%. For 1st sem. of 2001-02 it was 16.6%, and for 2nd sem. it was 11.8%.</p> | <p>w Comparison of Stanford 9 test scores for the Class of 2006, as 8th graders in 2000-01 and 9th graders in 2001-02 were down in Reading, down in Language and about the same in Math. This pattern closely parallels state-wide rankings.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	7.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	12.5 %			9.5 %
Status Unknown ⁹	0.0 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Rural Teacher Finalist	1998
Member of Arizona FCCLA State Board	2002
Academic Decathlon Team - Top 1A-3A School	2002
Academic Decathlon Team - National Finalist	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	86	521	6%	27%	56%	12%
	State	49803	512	15%	23%	48%	14%
Writing	School	83	473	12%	53%	35%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	91	489	37%	25%	24%	13%
	State	50429	480	48%	19%	22%	10%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	81	45	44	90	46	43	79	47	43	79	51	43	84	49	43
	Language	77	40	39	90	41	39	80	47	40	77	48	41	85	48	42
	Mathematics	78	59	57	91	61	57	82	65	59	81	66	61	89	68	62
10	Reading	90	48	42	87	45	42	86	47	42	--	--	--	--	--	--
	Language	90	52	43	87	52	44	86	52	44	--	--	--	--	--	--
	Mathematics	91	54	47	86	48	49	91	53	50	--	--	--	--	--	--
11	Reading	85	42	46	88	47	44	85	52	45	--	--	--	--	--	--
	Language	83	47	43	88	48	42	85	53	44	--	--	--	--	--	--
	Mathematics	83	45	51	88	56	52	86	55	55	--	--	--	--	--	--

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only;
therefore, no data to report.**

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Behavioral, attendance & curricular policies are straightforward & well-disseminated to students. Parents are also advised of the expectations of proper behavior & the consequences for misbehavior. Improper behavior is dealt with quickly & fairly. The on-site police officer & probation officer ensure that aggravated misbehavior is dealt with on a legal basis, as well as a school matter. Faculty members & admin. personnel are highly involved with students, thus minimizing student misbehavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

9

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,795	\$1,067,700
Classroom Supplies	\$26	\$9,789
Administration	\$675	\$257,807
Support Services-Students	\$179	\$68,387
Other Support Services and Operations	\$1,284	\$490,614
Total Expenditures- All Categories 2000-2001	\$4,959	\$1,894,297

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Roger Heap	(928) 337-2221	1005
Transportation Policy	Jim Morris	(928) 337-2508	1016
Community Resources	NDS		
School Nutrition Programs	Kay Hauser	(928) 337-3397	2236
Parent Organization	NDS		
Student Health/Nurse	Susan Starkel	(928) 337-4435	1301

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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